



Respect Honesty Compassion Resilience Industry Courage

The Market Weighton School

Anti-Bullying Policy

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Introduction

Bullying, harassment, and discrimination of any kind are not tolerated at TMWS. We are committed to providing a secure environment in which all individuals are valued, respected and enabled to achieve their potential.

Definition

There is no legal definition of bullying. However, the key points identified by the DfE (below) are adopted for the purpose of this policy. It's usually defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often, but not exclusively, aimed at certain groups for example because of race, religion, gender or sexual orientation

Examples of bullying

- **Physical** - physical violence, unwanted physical contact, etc;
- **Verbal** - name calling, abuse, taunts, etc;
- **Non-verbal/emotional /psychological** - excluding, tormenting, threatening, interfering with possessions;
- **Social Bullying** – Excluding others, Spreading rumours, encouraging others not to be friends with others.
- **Cyber-bullying** - the use of technology (social networking, email, texting, instant messaging) to bully from a distance. This form of bullying can take place at any time and can be anonymous.

Bullying could take place

- On the journey to & from school;
- During lessons;
- At break times;
- Via electronic means, such as text messaging or via social media.

Procedures for dealing with cyber-bullying

Students are asked to report this form of bullying as per the procedures for other types of bullying. Where the perpetrators are known, they will be dealt with in accordance with this policy. Where perpetrators are unknown the student will be given advice on how to put an end to the bullying and the school will work with parents to advise them of how they can help to keep their child safe from this form of bullying.

What can students/parents can do about bullying via social media:

- Talk to an adult at school about it
- Take a screenshot of any comments that are threatening.
- Keep and save any bullying emails, text messages or images you receive.
- Make a note of the time and date that messages or images were sent, along with any details you have about the sender.
- Try changing your online user ID or nickname.
- Change your mobile phone number and only give it out to close friends.
- Mobile phone companies and internet service providers can trace bullies, so don't be afraid of reporting it to them.

- Block instant messages from certain people or use mail filters to block emails from specific email addresses.
- Don't reply to bullying or threatening text messages or emails – this could make matters worse and lets those carrying out the bullying know that they've found a 'live' phone number or email address.
- Check privacy settings on social networking sites.
- Report to the police

Bullying Outside of School

Where bullying outside of school is reported it will be investigated and acted upon in collaboration with parents and other appropriate parties.

Discrimination and Types of Discrimination

Discrimination is the unjust or prejudicial treatment of different categories of people based on Racism, Sexism, Homophobia, Biphobia, Transphobia, Religious, Disablist and Classist discrimination.

- **Racism:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people of a different ethnicity or nationality. This can often be based on the belief that the perpetrator's ethnicity or nationality is superior to that of others.
- **Sexism:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people because of their gender. This includes behaviour, conditions, or attitudes that foster stereotypes of social roles based on gender.
- **Homophobia:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at gay men and women. This also includes 'heterosexism': the belief that heterosexual relationships are 'the norm' and the presumption that people identify as heterosexual despite not having disclosed their sexual orientation. It also includes connotations and stereotypes about gay men and women.
- **Biphobia:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at bisexual people. As with homophobia, this includes 'heterosexism' and stereotypes/connotations about bisexual people.
- **Transphobia:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people who identify as transgender. This includes refusal to recognise a person's gender, not recognising chosen names, excluding access to toilets and changing facilities of someone's identified gender, and the assumption that people's gender matches their biological sex.
- **HBT (Homophobia, Biphobia & Transphobia):** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or at their perceived sexual or gender identity. This can include assuming that heterosexual relationships are 'the norm' or refusing to allow a person to use the toilets or changing area of their chosen gender.
- **Religious discrimination:** valuing or treating a person or group differently through prejudice, stereotyping or antagonism directed at people because of what they do or do

not believe. This includes refusal to accommodate the right to prayer and worship, or prohibition of religion.

- **Disablist discrimination:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived disability. This can include stereotyping a specific disablement against someone else who may also have a similar diagnosis.
- **Classist Discrimination:** valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived socio-economic status. This can include stereotyping a specific person based on their appearance or looks. This can not only impact on the individual but on their families and others perceived to be from the same group.

Prevention

It is important that we create a climate in which students:

- Feel that they can report any incidents of bullying to an adult within school.
- Are less likely to engage in bullying behaviour because of the positive relationships that are formed between students at the school.

What school offers to prevent bullying

- Promote clear messages of what bullying is and our zero-tolerance approach to bullying throughout the year (assemblies, leaflets, work in tutor time, website, anti-bullying week).
- Regular assemblies on anti-bullying and related topics such as discrimination and diversity.
- Work with other agencies (e.g. Bus Wise, YFS, PET, school nurse) in order to secure appropriate support in order to promote anti-bullying.
- Break and lunchtime 'drop-in' session in wellbeing
- Raising awareness of cyber-bullying and online safety.
- Audit students' views about bullying and areas of the school where they feel less safe in student questionnaire.
- Bullying to be a regular agenda item for the school council.
- Peer mentors available for students who need extra support.
- Contact with parents who have raised any bullying issues.
- The whole school community including parents has a responsibility in setting examples of model behaviour.
- Restorative practice between parties involved.

Responsibilities

Everyone has a responsibility to stop bullying.

Students

We expect our students to:

- Not bully others or become involved in bullying by, for example, encouraging others to bully.
- Report to an adult if they are being bullied or are a witness to bullying.
- Understand that they have a responsibility to report incidents. Being a silent 'bystander' supports the actions of the bully.

Parents

We ask our parents to support their children and the school by:

- Contacting the school if they know or suspect their child is being bullied; even if the child has asked for 'secrecy'.
- Contacting the school if they know or suspect that their child is bullying another student.
- Advising their children to report any instances of bullying to their form tutor or head of year- this can be done through report a concern on epraise, talking to the member of staff or epraise messaging them.

Staff

We expect all TMWS staff to:

- Be positive role models for students; helping to create an atmosphere of mutual respect.
- Provide students with a framework of class behaviour which is in line with the school behaviour for learning policy and provides clear boundaries.
- Be vigilant to any signs of possible bullying.
- Report and record any incidents or allegations of bullying on CPOMs.
- Feedback to students on the action that is being taken.

Governors

Our governors will, through the designated safeguarding governor:

- Ensure that the school has an anti-bullying and a behaviour policy that are subject to regular review.
- Monitor the effectiveness of the anti-bullying policy.
- Support the school staff in the implementation of this policy.

Advice for parents

There are signs and symptoms that all adults should be aware of; that may help you to identify that a young person is possibly a victim of bullying. These can include the following examples:

- Is frightened of walking to or from school alone;
- Changes in their usual routine;
- Is unwilling to go to school;
- Truancy;
- Becomes withdrawn, anxious or lacking in confidence;
- Starts stammering;
- Threatens or attempts to run away;
- Irregular sleep patterns and/or nightmares;
- Feels ill in the mornings;
- Attainment drops;
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Comes with torn clothes or damaged possessions;
- Has possessions which 'go missing';
- Is bullying other children and/or siblings;
- Stops eating;
- Is frightened to say what's wrong;
- Gives improbable excuses for situations above;
- Is afraid to use electronic media

The signs and behaviours listed above are not exclusively symptoms of being bullied and do warrant further investigation from the concerned adult.

Incident reporting and recording

Procedures

How can students tell staff?

- Speak directly to a member of staff (normally the form tutor or Head of Year, but could be any member of staff).
- Write it down and hand/ send to a member of staff.
- Use the e-praise bullying report.
- Epraise message a member of staff

Who else can students tell?

- Speak to a parent or a friend and ask them to contact a member of staff.
- Speak to a member of another agency: School nurse, education welfare, YFS or PET staff who will be able to contact a member of staff.

Investigating Bullying

- Obtain a written statement from the victim
 - When and where it happens
 - How often
 - Exactly what happens
 - Who is involved?
 - Who is also usually present?
- Obtain witness statements
- Obtain a written statement from the suspected bully (and further witness statements as necessary)
- If the complaint is upheld the bully will be informed of the action to be taken and the consequences of any repetition
- Restorative meeting between students to take place (if appropriate)
- Monitor the situation until satisfied that it has ceased
- All details to be logged on cpoms

Incident Reporting

Incident reporting needs to pay attention to language used, which needs to be reported accurately. Staff need to be aware of what discriminatory language is and record incidents as such. Who was involved	Include the name of the victim and the instigator to identify and monitor patterns previously and in the future
Where did the incident take place?	Actual location of the incident on the school site so patterns can be identified and areas that staff may need to monitor more closely
When did the incident take place?	Date/time of the incident so patterns can be identified
What was said?	Record the specific language used, even if this is offensive
What action will you take/has been taken?	To record the action taken not just the consequences e.g. explaining to the instigator why it was wrong to use the language they did, and support for the victim.
Review systems	Having a named person review incidents looking for patterns e.g. students needing support or their behaviour addressing.

Sanctions

Each case of bullying should be seen as unique and dealt with accordingly. This means an individual rather than a holistic approach; nonetheless, the standard hierarchy of sanctions is as follows:

- Spoken warning
- Parents informed as appropriate
- Detentions/ loss of privileges
- Internal isolation
- Fixed term exclusion (escalating according to seriousness)

Other approaches that may be used, depending upon the circumstances, include:

- Subject displacement
- Daily report
- Behaviour contract
- Removal
- Involvement with external agencies
- Restorative meeting

False Allegations

Where it is found that allegations of bullying are false and potentially malicious then those making the allegations will be appropriately sanctioned, as above.

Supporting Victims of Bullying

- Involvement of peers, tutor, classroom teachers, head of year, learning mentors.
- Provision of 'safe areas' – library, well being, student support, alternative lunchtime provision
- Help through multi-agency partners: Education Welfare Officer, YFS, PET, peer mentors, social skills group, school nurse.
- Head of Year/tutor will complete follow-up checks.
- Keep victims informed of actions taken.
- Bullying diaries.
- Sign posting to appropriate support groups eg Anti-bullying Alliance.

Conclusion

TMWS is fully committed to tackling any form of bullying or discrimination. We will not tolerate it in our school. Please contact the school with any queries regarding our policy.